



**ADOLESCENT
LITERACY COACH
APPLICATION PACKET
2007-2009**

Adolescent Literacy Coaching Project (ALCP)
A Professional Development Grant by
Collaborative Center for Literacy Development
Kentucky Department of Education



LETTER OF AGREEMENT

Among the Collaborative Center for Literacy Development and the Literacy Coach, the Schools, and the School District Named Herein

I. Rationale for Project Application

Why adolescents?

Reading as the focus of national and state funding is not new. Even before the No Child Left Behind Act was passed, there was an emphasis to work with children K-3 to increase reading comprehension. This has yet to be as strong a consideration for adolescents, though they struggle in every greater numbers in comprehending textbooks and more complex material as they go through school. The Adolescent Literacy Coaching Project is designed to support this group of struggling readers by providing professional development for the teachers of these students in the content areas grades 4-12.

Why literacy coaching?

Teachers excel when working with coaches who are skilled in facilitating productive learning. Coaching is one model of professional development that has shown potential in improving the knowledge, skill, and practice of teachers, therefore enhancing student achievement. Coaches as a professional development model involve a skilled literacy coach working with other teaching professionals in a collegial manner to raise instructional practice to the highest level. Coaching is on-going, classroom based, and personalized. It forms a network of support to improve practice that promotes literacy based on collaboration, inquiry, and reflection of practice.

II. Background

In Spring 2005, the Kentucky legislature passed HB 93, which established the Center for Mathematics and mandated that professional development be delivered for teachers of grades 4-12 related to mathematics and literacy coaching. The Collaborative Center for Literacy Development (CCLD), the Kentucky Department of Education (KDE), and the eight public universities were charged to work together to provide literacy coaching professional development for interested districts and schools.

The goals and objectives of this work are to:

- enhance knowledge of and access to exemplary literacy research and resources.
- create an environment that is conducive to building literacy capacity.
- build a cadre of literacy coaches representative of educators from across the state.
- expand teachers' literacy content knowledge, pedagogical skills and knowledge, and enjoyment of teaching literacy.
- participate in professional development that equals 12 graduate hours of credit.

III. Roles and Responsibilities of the Literacy Coach

The work of the Literacy Coach is to develop the instructional capacity of a school faculty. The coach will assist teachers in the use of effective literacy instructional strategies across the content areas.

The Literacy Coach will:

- work with teachers to plan, implement, dialogue, and reflect upon classroom lessons.
- work with teachers to develop and refine specific strategies.
- observe classes and engage teachers in reflection.
- promote the use of multiple assessment strategies.
- help teachers effectively integrate technology into classroom instruction.
- identify standards-based materials and other curriculum resources.

- model effective instructional and intervention strategies.
- employ other emerging strategies from research and best practices.
- participate in monthly professional development sessions sponsored by CCLD/KDE.
- provide professional development at the school level for teachers.
- participate regularly in online activities through a community of practice.

IV. Collaboration

The coaching initiative shall be a partnership that includes the coach, the school/district, and CCLD/KDE. Successful coaching depends upon the effective collaboration described below.

A. The coach will:

- perform work consistent with CCLD/KDE/university directives.
- coach full-time.
- commit to the two-year framework (12-hour coursework) to accomplish the ALCP goals.
- each year, attend one eight-day summer academy and two additional days of professional development sponsored by KDE related to content literacy strategies.
- communicate electronically on a regular basis with CCLD/ALCP Director, university director, KDE reading consultants, and other coaches.
- attend follow-up sessions provided by the university director and CCLD/KDE monthly professional development sessions throughout the school year.
- attend and participate in state or national activities that further individual professional development.
- complete and submit all feedback in a timely manner.
- participate in the evaluation component related to this project.

B. The school/district will:

- engage the Literacy Coach in a manner consistent with roles and responsibilities as determined by CCLD/KDE. *(Please see attached "Guidelines and Assurances" document for a detailed list of appropriate and inappropriate uses of the coach.)*
- ensure that the Literacy Coach attends all of the summer professional development related to this project (i.e., eight-day summer academy and two additional days of KDE content literacy professional development per year).
- ensure that the principal attend one CCLD/KDE leadership meeting for principals.
- provide the space and resources necessary for the Literacy Coach to function effectively in his or her position.
- provide the Literacy Coach with adequate opportunities for embedded professional development.
- ensure that the Literacy Coach and others participate in the evaluation component for this project.
- use the professional development funds in the manner outlined to further integrate literacy instruction among teachers at the school level school.

C. CCLD/KDE will:

- provide the training, leadership, and coordination needed for the literacy coach to develop the instructional capacity of the school faculty.
- provide the training needed for the building principal to better support the coaching program in one school.
- work with the district, the school, and the Literacy Coach to develop, implement, and revise as needed a school plan for instructional improvement in literacy.

V. Financial Obligations for the 2007-2009 School Years

The school/district will pay the coach's salary and benefits.

The CCLD *Memorandum of Agreement* for awarded schools will pay for:

- The Literacy Coach's university credit for the 12 hours of coursework related to this professional development experience (i.e., summer academy, follow-up sessions, and year-round monthly professional development sessions in year one and two of this project).
- Stipend and/or substitute pay for the Literacy Coach.
- Professional development materials for the school consistent with the grant guidelines.

Funded sites will receive no less than an award of \$7,000 for the responsibilities associated with fulfilling the requirements of the ALCP. The funded sites participate in a two-year consecutive program and will receive this award each year.

Additional funding may be available dependent upon the number of awarded sites.

VI. Final Statement

Preparation for the Literacy Coaches was designed to reflect Kentucky's Learning Goals and Academic Expectations. The coaching program is part of a systemic change process. For the coaching program to succeed in a school, ongoing follow-up support is essential. CCLD reserves the right to withdraw assistance if it is determined that the school or district is not engaging the coach in a manner consistent with roles and responsibilities as outlined in this Letter of Agreement.

QUALIFICATIONS AND JOB RESPONSIBILITIES

ADOLESCENT LITERACY COACH

Adolescent Literacy Coaching Project Literacy Coach Job Description

The Collaborative Center for Literacy Development (CCLD), in conjunction with the Kentucky Department of Education (KDE), will coordinate and support the training of school literacy coaches, grades 4-12, through participation in a two-year professional development initiative with the opportunity to earn 12 graduate credit hours.

The coach will join other literacy coaches from across the state in training on literacy instruction, coaching, strategic planning, and content literacy strategies, and will participate in ongoing professional development activities and coursework and monthly network meetings as a part of the Adolescent Literacy Coaching Project.

During the project, the Literacy Coach will develop and exercise competencies in the four core standards for Middle- and High- School Literacy Coaches, functioning effectively as a(n)

- Skilled collaborator in the intermediate and/or secondary settings.
- Skilled instructional coach in the core areas of English/Language Arts, Mathematics, Science, and Social Studies.
- Skilled evaluator of literacy needs within various subject areas who collaborate with school leadership teams and teachers to interpret and use assessment data to inform instruction.
- Accomplished teacher who develops and implements instructional strategies to improve academic literacy in the content areas.

QUALIFICATIONS

- Eligible for Kentucky Consultant Certification (typically requires a Masters Degree in content area and minimum of 3 years successful experience in teaching students).
- Experience and/or personal qualities that predict success in collaborating with others.
- Experience and/or personal qualities that predict success in coaching others with various levels of experience and knowledge.
- Experience and/or personal qualities that predict success in acting as a resource for educators.
- Ability to effectively communicate with teachers, administrators, parents and various other stakeholders.
- Excellent reading and writing skills.
- Ability to manage multiple priorities and challenging work environment.
- Commitment to ongoing professional growth and excellence.

REPORT TO/EVALUATED BY: Building Principal

BASIC FUNCTION:

The Literacy Coach will oversee implementation of the project goals on the school level and other district responsibilities related to ALCP as well as serving as a school Literacy Coach to teachers in the main content areas (mathematics, social studies, science, and language arts).

COACHING DUTIES:

- Support teachers as they integrate content literacy strategies consistent with ALCP goals, in their on-going content instruction through
 - coaching sessions.
 - demonstration lessons with pre-and post-analysis.
 - study groups.
 - staff meetings.
 - on-going professional development sessions.
- Provide additional targeted professional development, technical assistance, or other support for specific staff as needed.
- Participate in professional development (through summer institutes, monthly network meetings, on-line sessions conducted by CCLD and KDE).
- Collaborate with the school principal and School Based Decision Making (SBDM) to assist in the development of the literacy component of the Comprehensive School Improvement Plan (CSIP).
- Develop and monitor a Literacy Action Plan to ensure that objectives are achieved.
- Assist teachers in collecting, analyzing, and using literacy assessment data and student work to make instructional decisions that improve literacy instruction.
- Collaborate with teachers to implement scientifically-based literacy instructional strategies and analyze the impact on student achievement.
- Collaborate with the principal or instructional leader to identify instructional models and implement data-driven instructional changes.
- Participate in the on-going evaluation of ALCP.
- Report progress toward meeting the Literacy Action Plan through a professional portfolio and participation in network meetings.
- Maintain records and complete paperwork consistently and efficiently.

DUE DATE:
We ask this page be faxed on or
before May 1, 2007.

Adolescent Literacy Coach Application Packet 2007–2009

Kelly Seale
FAX: 859-323-2824
Kelly.Seale@uky.edu

COACH INFORMATION

Name:				
Certification Level & Rank:				
Grade levels you will coach:		Number of teachers you will coach:		Number of schools in which you will coach:
Briefly explain what you hope to accomplish as a Literacy Coach and how this will meet the needs of your school.	(Add additional sheets if necessary)			
Briefly describe your professional leadership and/or collaborative activities.				
Briefly describe your PD and other professional experiences outside the classroom.				
Home address:				
Cell Phone:	()		Home Telephone:	()
Home E-mail:				
Please list any special accommodations you may require during the training.				
Mark your 1 st choice for a training venue. Training is 8 days (Your housing, travel, and meals are reimbursed through your grant.)	<div style="padding-left: 10px;"> <input type="checkbox"/> Murray State University: June 12 – 21, 2007 <input type="checkbox"/> Western Kentucky University: July 9 – 12 / July 16 – 19, 2007 <input type="checkbox"/> Morehead State University: July 9 – 18, 2007 <input type="checkbox"/> Northern Kentucky University: July 9 – 12 / July 16 – 19, 2007 <input type="checkbox"/> Eastern Kentucky University: June 11 – 14 / June 18 – 21, 2007 <input type="checkbox"/> * All Coaching participants should plan to attend a two-day KDE sponsored content professional development, dates and locations to be announced. <input type="checkbox"/> * All coaching participants and their principals should plan to attend a one-day workshop. (Date to be announced after ALCP applicants have been selected) <input type="checkbox"/> * University sites may collaborate with another site depending on the number of individuals that apply representing a particular region of the state. </div>			

Adolescent Literacy Coach

Letter of Intent

2007–2009

SECTION I: DISTRICT & SCHOOL INFORMATION

Coach Nominee:			
Current School Contact Information::	School address : _____ Phone # _____ School Email: _____		
District:			
School where coach will be assigned:	_____ Email: _____		
School city, address & zip:	_____		
Explain how this coaching program's success will be determined and how it relates to the school's Comprehensive School Improvement Plan (or another appropriate plan).	(add additional sheets if necessary)		
Principal:	_____	Telephone:	(____)_____
E-mail:	_____		
District Office Contact:	_____	Telephone:	(____)_____
E-mail:	_____		

Selection of a Literacy Coach

The district's selection process for a Literacy Coach should be rigorous and fair. It should ensure that the person serving in this role has credibility with the teachers and the school principal. The enclosed "Qualities and Job Qualifications: Adolescent Literacy Coach" (page 5) should be considered by the eligible districts and schools applying to participate in this project. CCLD/KDE encourages districts to use this instrument to select a candidate for the position of Literacy Coach.

The person serving in the Literacy Coach role will be expected to serve as a full-time Literacy Coach working with teachers in the content areas (i.e., science, social studies, mathematics, and language arts).

**ADOLESCENT LITERACY COACHING PROJECT
GUIDELINES AND ASSURANCES
ATTACHMENT A**

1. The purpose of the coach is to help raise student achievement by empowering other teachers. Activities that promote this end should be encouraged; activities that do not should be avoided.
2. If the teachers in your school have rotating duties such as bus, lunch, or hall duty, the coach can certainly volunteer to share those duties so long as they do not interfere with the ultimate goal.
3. The coach is not to be used as a substitute teacher in the school.
4. Coaches will team teach classes occasionally with the goal of modeling good teaching practices for colleagues.
5. Coaches must be available to participate with their colleagues during planning sessions, team meetings, and other professional development opportunities.
6. Coaches generally are assigned to a specific school representing (grades 4-12) and should spend their time working with the teachers in the assigned school.
7. Each practicum (year-round job embedded professional development) involves 7.5 hours per week (or four days a month) of professional development to fulfill the requirements of the coaches' professional growth plan.
8. The coach is not to be used to train coaches for other schools. The CCLD/KDE Adolescent Literacy Coaching initiative is not designed as a train-the-trainer program.
9. Coaches should not be expected to do formal observations (evaluations) of teachers for school or district evaluations nor should they administer school-wide assessments or disseminate data beyond what they require in their role as coach.
10. Coaches are obligated to attend *all* scheduled CCLD/KDE/University meetings. The follow-up sessions are part of the coach's job responsibilities.
11. Coaches must cooperate in collecting data for the evaluation component of this project that will enable all parties in this agreement to assess the effectiveness of the coaching program.
12. The principal or another designated school administrator will attend a one-day professional development opportunity with their coach. The date will be announced after ALCP applicants have been selected.

LITERACY COACH

Name (please type or print)

Signature

SCHOOL PRINCIPAL

Name (please type or print)

Signature

Date

**ADOLESCENT LITERACY COACHING PROJECT
ASSURANCES
ATTACHMENT B**

The following individuals, as the parties or the representatives of the parties named in this memorandum, agree to all stipulations as set forth herein:

LITERACY COACH

Name (please type or print)

Signature

Date

SCHOOL PRINCIPAL

Name (please type or print)

Signature

Date

DISTRICT SUPERINTENDENT

Name (please type or print)

Signature

Date

**Application Deadline: Friday, May 1, 2007
Must be received in the CCLD Office by 4:00 p.m. (EST)**

Return Literacy Coach Application and the Memorandum of Agreement to:

Kelly Seale
Collaborative Center for Literacy Development
University of Kentucky
101 Taylor Education Building
Lexington, Kentucky 40506
Email: Kelly.Seale@uky.edu

Recipients of the Grant will be notified by email on/by Friday May 11, 2007.